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ABSTRACT

The third-year report of the regional staff development system of the Adult Competency Training Project (Project ACT) examines and evaluates the events, activities, and accomplishments of Individualized Training Programs (ITP), regional policy board meetings, staff and participant travel, and planning during FY 1974. Present and anticipated financial problems and dissemination activities are briefly discussed and data on staff employment and utilization is also presented. The evaluation is organized and implemented through an internal third-year evaluation outline and questionnaire and an external evaluation of the Adult Staff Development (ASD) System through its activities and projects. The interim evaluation report is centered around an analysis of project administration, objectives, staff work, and attainment of purposes, with an emphasis on training activities. The conclusion is primarily concerned with funding of the ASD system. Appended are: the reports to the policy board at several time periods; a description and evaluation of a workshop on the consultative process and a sample questionnaire; a position paper on a regional resource team liaison; proposals and recommendations of the task force appointed by the policy board of Project ACT to develop alternative strategies for the continuance of Project ACT. (JB)

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PROJECT ACT REGION VIII

MID-YEAR REPORT
July 1, 1974 - December 31, 1974

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Colorado State University
Department of Education

CEO03614

Mid-Year Report: FY ' 75

PROJECT ACT (ADULT COMPETENCY TRAINING):

REGION VIII ADULT EDUCATION STAFF DEVELOPMENT

Department of Education
College of Professional Studies
Colorado State University
Fort Collins, Colorado

December 31, 1974

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OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL, AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

1. PROJECT NO.:

2. GRANT NO.: OEG-0-72-1444-05

3. TITLE OF PROJECT:
Project ACT -- Region VIII Adult Staff Development

4. GRANTEE ORGANIZATION: Colorado State University

PROJECT DIRECTOR: Dr. James M. Kincaid, Jr.

5. PERIOD COVERED: FROM July 1, 1974 TO December 31, 1974

7. ACCOMPLISHMENTS *(including significant findings)* DURING THIS PERIOD. *(Key to approved project objectives. For educational personnel training programs, include progress made toward placement of trainees and institutionalization of programs.)*

Information pertinent to project accomplishments is included in Project interim evaluation report. Refer to section 12, this report, pp. 13-14.

8. MAJOR ACTIVITIES AND EVENTS.

Narrative attached, see pp. 1-3.

9. PROBLEMS.* *(Describe any departures, including timing, from the original project plan; discuss special problems encountered or expected.)*

Narrative attached, see pp. 4-5.

10. PUBLICITY ACTIVITIES.* *(Itemize all newspaper or magazine articles or other published materials about your project. A copy of each item should be attached. List all visits to the project site by educators from other organizations.)*

Refer to section 11, "dissemination activities."

11. DISSEMINATION ACTIVITIES.* *(Describe method of dissemination; identify recipients of dissemination activities.)*

Narrative attached, see p. 6.

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES.*

Narrative attached, see pp. 7-9; 11-97.

13. OTHER ACTIVITIES.*

Refer to sections 7, 8 and 11, this report.

14. STAFF EMPLOYMENT AND UTILIZATION.* *(Note any changes in staff personnal or staffing plans by additions, departures, or revisions of percentage of time or other commitments to the project.)*

Narrative attached, see p. 10

15. STAFF DEVELOPMENT.* *(Describe any inservice training for teachers, counselors, and supervisors and any other activities of a professional nature for project staff.)*

The goals of Project ACT focus on staff development. See sections 7, 8, and 12 of this report.

* IF THERE IS NOTHING TO REPORT IN THIS SECTION, WRITE N/A.

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8. MAJOR ACTIVITIES AND EVENTS

The following is a summary of the major activities and events related to the development of an ongoing, Regional Staff Development system in Region VIII, during the first half of its final funding year. The activities and events to be considered are:

1. Work on Individualized Training Programs
2. Regional Policy Board Meetings
3. Staff and Participant Travel
4. Planning

1. Work on Individualized Training Programs

The design and structure of Second Phase Individualized Training Programs was a major task of the ITP Program Coordinator and her staff during the first half of Phase III. Second Phase Program development was outlined and proceded incorporating the Critical Path Method (CPM). ITP development was initiated July 18, 1974 and completed September 3, 1974. Programs were mailed to participants prior to October 1,1974. The completion of the Second Phase Programs represented the final ITP development scheduled for the duration of the project.

Sixty-two consultants and sites within Region VIII and one visitation outside the Region were selected to meet individual participant needs.

For ACT participants desiring to pay tuition, credit for ITP experiences was arranged as available and relevant.

2. Regional Policy Board Meetings

During the first half of Phase III, the Regional Policy Board met

twice (October 2-4, and December 18,19). The major considerations of these meetings focused on:

1. training related activities which would supplement the goals of Region VIII's Adult Staff Development System, and
2. the continuation of the Regional Adult Staff Development System after June 30, 1975. A task force was appointed by the Board to develop alternative strategies for continuance of the multi-state staff development system at the October Policy Board meeting. Their proposals and recommendations were presented and reviewed at the December meeting (See Appendix H of Item 12, pp. 68-97).

3. Staff and Participant Travel

The Project ACT central staff and participants traveled extensively during this time period. Most of the trips were related to project training efforts. Twenty-seven developmental training sessions with Regional Resource Team members were conducted as well as a number of Individualized Training Program consultation experiences. In addition, a workshop for all members of Regional Resource Teams on the Consultative Process was conducted at CSU in December (See Appendix F of Item 12, pp. 59-61).

In late October, the task force appointed by the Regional Policy Board to develop alternative strategies for continuance of the Regional Adult Staff Development system, met in Bozeman, Montana.

4. Planning

Organizational plans are being considered by the Utah-based planning consultant contracted by the project in July, 1974. During the first half of Phase III, he has met with governors and/or their representatives,

as well as other state officials in the region, informing them of the plans and activities of the project to make them aware of the need for an adult staff development system in the region.

In addition, the planning consultant developed and distributed a Needs Assessment questionnaire to adult educators throughout the region. It is hoped that the results of the questionnaire will identify important need areas to be considered by the project in the future.

9. PROBLEMS

Though the number of problems experienced by the Project during the first half of Phase III were relatively few, there were, nevertheless, some that need to be mentioned. The most crucial, evidenced at the end of this reporting period, was the Regional Policy Board's decision to discontinue financial support of the Regional Resource Teams after June 30. The problem centers around how much support should be given to the teams in the months prior to June 30. It is essential that the most appropriate steps be taken in the matter to insure team independency, and most importantly, self-continuation.

Another problem focuses on state support of the Regional ASD System after June 30. Though five states are still considering the amount of their support, one has indicated that it will not support the system. The participants of the Project from that State have raised a concern related to not only present participation but also their desire to remain active in the Project after June 30.

ANTICIPATED PROBLEMS

At this time, the Project staff does not have concrete information that the Project will continue as a multi-state supported ASD system. Not knowing has presented a problem; they must be careful not to promise something that may not exist after June 30 while at the same time maintain an attitude and strategy for continuity. State Directors of Adult Education are as yet unsure of the level of funding for adult education for FY '76. It is, therefore, difficult for Regional Policy Board members to commit any financial support after June 30.

Another potential problem centers around the legal and political issues related to the pooling of money from several states to support an ASD consortium.

11. DISSEMINATION ACTIVITIES

Project dissemination activities have been carried out, for the most part, by "word-of-mouth". The project planning consultant, in co-operation with the Policy Board members from each of the states, has met with governors, chief state school officers, representatives from institutions of higher education and other state agencies. The purpose of these meetings was to inform those in attendance of project accomplishments and to, hopefully, make them aware of the need for adult educator staff development in general.

Project participants have also disseminated information to adult educator clientele within the states of the region, as have project central staff at state and national meetings.

A large amount of information dissemination has been done through correspondence. The Program Coordinator in charge of the Project ACT Resource Information System and the development of the Individualized Training Programs has responded to many inquiries and requests for information from professionals across the country on PARIS and the ITP process.

In addition to the above, the project has developed, or is in the process of developing, a number of informative packages all of which will be available through the Project ACT Resource Information System. They include:

1. A videotape on PARIS.

2. Modules developed with Regional Resource Teams on administration, needs assessment, community wide programming and values clarification

3. Modules developed through the Project on:

   a) the process of module development
   b) the Individualized Training Program process,
   c) the Regional Resource Team component of the project, and
   d) "What is adult education?"

12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

The overall evaluation of Project ACT is conducted in two ways, each independent of the other. The first is internal. The responsibility of the Internal Evaluator is to monitor the activities of the Project on a continuous basis obtaining information through documents, personal observation as well as empirical data collection (the reader is referred to the Third Year Internal Evaluation Outline, included in this section, for specific information regarding the plan for internal evaluation during Phase III).

The focus of the internal evaluation is on the Project's training activities. In November, a questionnaire developed to evaluate the individualized Training Program process used by Project ACT, Region VIII, was distributed to participants. The results of that evaluation are included in this section (see Interim Evaluation Report, Appendix B, pp. 24-38).

The second type of evaluation of Project ACT is external and is conducted by Dr. Burton W. Krietlow from the University of Wisconsin (Madison). The thrust of the external evaluation is that of appraising the degree to which Project operations and activities have been and continue to be constant with the ultimate aim of: the development of a self-generating and self-supporting ASD system for HEW Region VIII, which has the potential for persistence beyond FY 1975.

Third Year Internal Evaluation Outline
Project ACT VIII

by
Robert M. Clark

The purpose of this report is to present a general outline of the internal evaluation procedure that will tentatively be followed during FY 1974. Information leading to this evaluation will be obtained on a continuous basis through Project documents, personal observation and a questionnaire or questionnaires to be completed by Project participants. Since FY 1975 is the final year of federally funding for the Project, evaluation will be conducted with the Project's primary objective kept in mind -- that is, the establishment of an on-going, self-sustaining regional approach to the training of adult educators.

Factors to be considered in the evaluation are:

A. Project Administration - attitude, commitment, role definition and behavior will be observed and evaluated

B. Project Objectives

C. Staff Work - including correspondence, conferences and ITP evaluation

D. Attainment of Purposes

The total project for Region VIII will be monitored on a continuous basis. The focus of the evaluation will be on the training activities of the project, but will also include observations of other activities (Policy Board meetings, etc.).

By January, 1975, an interim evaluation report will be submitted and will present information and judgements of the work of Project ACT during the first half of the third, and final, project year. In addition, following

each training workshop, an evaluative "feed back" report will be submitted concerning that particular workshop with the specific intention of improving future training sessions.

By mid-July, 1975, a final internal evaluation report presenting evaluative data and information gathered during the third year of the project will be submitted. The report will include all of the factors (A through D) mentioned above as well as an introductory section listing the project's history and purposes and a summary section which will address the project's achievements relative to its purpose(s).

14. STAFF EMPLOYMENT AND UTILIZATION

	Percentage of Time
Director	25%
Program Coordinator (Administration, RRT's)	100%
Program Coordinator (ITP's, PARIS)	100%
Training Associate (Module Development)	75%
*Research Associate (RRT's, Module Development)	100%
Community Education Specialist	8%
**GRA's (Internal Evaluation, Administration Support, PARIS, ITP, Module Development)	8 at 50% - 75% each
Secretary	2 at 100% each

*New Position

**Addition of one and three-quarter FTE on GRA Staff

INTERIM EVALUATION REPORT

PROJECT ACT

DECEMBER 31, 1974

ROBERT M. CLARK

INTERIM EVALUATION REPORT
PROJECT ACT
December 31, 1974
Robert M. Clark

This report presents evaluative data and information collected on Project ACT during the first half of Phase III of the Project. The report is organized with the following headings: Project Administration, Project Objectives, and Conclusions.

PROJECT ADMINISTRATION

The size of the Project ACT staff increased during the first half of the Project's final year (Phase III). A Research Associate was added to the professional staff and three Graduate Research Assistants were added to the general staff (one at three-quarter time to work with Dr. John Snider on Module Development; one at one-half time to assist Dr. James Kincaid, the Project Director and Ms. Sheila Schroeder, Program Coordinator, with proposal and report writing; and one at one-half time to assist Ms. Virginia Ricard, Program Coordinator, in the Resource Center effort).

The commitment and competence of the staff was exceptional. Project goals and objectives were well defined and determination to accomplish these goals, particularly among the professional staff, was, at times, boundless.

Although job responsibilities for some of the Graduate Research Assistants were not specifically defined, staff relationships, for the most part, were understood and accepted.

PROJECT OBJECTIVES

Project ACT, in its three year program of operations, is designed to serve as the catalyst in Region VIII for the development of a self-sustaining

Regional Adult Staff Development System. Essential to the achievement of that purpose is the establishment of:

1. A Regional Consortium Organization to achieve effective, representative decision-making.
2. A multi-dimensional trainer capability state-by-state and for the region as a whole.
3. An extensive array of training units -- materials, modules, etc. -- that can be variously packaged to meet adult educator competency needs.

In order to consider if these objectives are being met, or, at least, addressed, it is necessary to review the important accomplishments of the first half of Phase III. The following is a list of those accomplishments:

1. The second phase of the second year participants' Individualized Training Programs were developed and distributed. (See Appendix A)
2. Seven Project participants (mostly first-year) were identified as consultants for new participants.
3. An evaluation of the Individualized Training Program as a training approach was conducted with first-year participants. (See Appendix B)
4. Graduate credit was offered for both Individualized Training Program and Regional Resource Team related experiences. (See Appendices A, C, D, & E)
5. Twenty-seven developmental sessions with Regional Resource Teams were held between July 1 and December 30. (See Appendix D & E)
6. Three Regional Resource Teams provided content area training in five regions in the state of South Dakota (See Appendix E)
7. Two teams presented information relative to their respective team's capabilities and availability for consultation at the October Policy

Board Meeting.

8. A workshop on the consultative process was held for Regional Resource Teams in December. (See Appendix F)
9. The "Liaison" concept was discussed for the Regional Resource Teams and a proposal was submitted to the Policy Board. (See Appendix G)
10. Plans for Regional Resource Team evaluation were discussed.
11. The Policy Board passed a motion to discontinue support by the multi-state consortium for Regional Resource Team coordinative and developmental activities, effective June 30, 1975.
12. A three-day workshop in evaluation will be conducted for Project participants in March, 1975. Project ACT cooperation with Illinois Evaluation Project.
13. An Adult Educator Needs Assessment questionnaire was distributed throughout Region VIII.
14. A task force appointed by the Board to develop alternative strategies for the continuance of a multi-state adult staff development system in Region VIII beyond June 30, 1975, submitted its proposals and recommendations at the December Policy Board meeting. (See Appendix H)

It is now important to examine how these accomplishments are related to the three general objectives listed.

1. The model for a Regional Consortium Organization designed to achieve effective, representative decision making has yet to be considered by the Policy Board. The Board does recognize that it is probably not the appropriate group for a regional approach and, in light of that, has outlined their next regional meeting to consider the development and composition of the Regional Consortium Organization.

2. Steps in the direction of a multi-dimensional trainer capability, state-by-state and the region as a whole, were taken:

   a) The effects of the Individualized Training Program approach to adult staff development are becoming evident. A number of first and second year Project participants were identified as consultants to other participants. Evaluation of the ITP process itself indicated that the program content was indeed useful and quite certainly was a catalyst for participant progress in the personally identified competency-need areas.

   b) A good deal of Project time and effort was spent on the continuous development of Regional Resource Teams which would act as trainers in Region VIII in specific areas of Adult Education (see the Project ACT Second Year Report -- June, 1974 for a list of teams and members). Though the teams had been together for six months, it was apparent that their role in the team as well as the region was not specifically understood and that achievement of team objectives necessitated strong staff involvement and support. It was also apparent that the most effective way for the teams to become comfortable in their roles as trainers was through practical field experience. Such field experiences were conducted and, to this time, the results have been favorable.

The most critical event related to Regional Resource Teams during the first half of Phase III was the Policy Board's decision to withdraw financial support for the teams after June 30. Though it may be discouraging at first to the team members, it may also be a blessing in disguise. The responsibility for the continuation of the teams is now in the hands of the team members. The teams are forced to either move from a centrally coordinated operation to an internally coordinated one or decide to discontinue activities

completely. It is quite probable that some teams or members of teams will opt for the latter. In that case, those teams remaining will include only those persons motivated towards conducting effective training experiences and willing to do it on their own for the sake of the region.

3. a) With the addition of new resources as well as a new satellite center in Denver (the Adult Education Resource Center), the Resource Center has grown considerably during the first half of Phase III. Through the PARIS Listing (a computerized printout publication listing all available materials in the Project ACT Resource Information System) and the User's Guide (information on how to use PARIS), the satellite center enables the Region to know what resources are available at the Resource Center sites. It also provides other potential satellites information on what resources are needed to further supplement the system. Presently, guidelines for the development of a satellite center are being drafted in order to facilitate satellite development in other areas. The continuous addition of these centers [to the Region] will be of great assistance to an individual in search of a specific resource.

   b) Extensive work has been done on module development. During the first half of Phase III a great deal of assistance was given by Project ACT Module Development Staff to RRT's concerning the development of specific modules for team use in consultations was completed (for the Administration Team) and three are in the final stages.

Given adequate time and money, accessible university resources, and suitable material, the Project ACT Module Development Staff will be able to facilitate the development of all modules either as designated by Central Staff needs or for those need areas indicated either by RRT's or individual

team members.

CONCLUSIONS

During the first half of Phase III this evaluator has witnessed considerable progress toward the development of a Regional Adult Staff Development System in Region VIII. Elements necessary for the composition of the system have, for the most part, been defined. The crucial tasks facing the Project during the last half of Phase III include:

1. Determination of which of the original six states of Region VIII will continue to participate in Project ACT Staff Development activities when it becomes State rather than Federally funded;
2. Continuing effort to secure a financial base. It is crucial that sources of financial support and personal support from key individuals in each state be identified within the six-state region if the Regional system for adult staff development is to continue;
3. Consideration of the composition of the Project's governing body after June 30 (including the identification of funding sources and administrative structure), and;
4. Consideration of the limit of Regional Resource Team support until June 30, 1975. With the Policy Board's decision to discontinue financial support of the Regional Resource Teams, the amount of support that can be given to the teams before June 30 is being questioned. It is essential that:
   a) an accurate interpretation of the Policy Board's decision be made in order to consistently maintain that decision, and
   b) once the interpretation is made, the best approach, insuring that the teams become independently self-sustaining, is taken.

APPENDICES

Appendix A

Individualized Training Programs
Report To Policy Board
October, 1974

Individualized Training Programs

Report to the Policy Board

Project ACT

Fort Collins, Colorado

October 2-5, 1974

The following report is a summary of activities related to the Individualized Training Programs of ACT Participants during the period of June 28, 1974 to October 1, 1974.

Participant Changes:

Notice of project participation termination was submitted by two 2nd year ACT participants:

Timothy Rivera (Colorado) -- Effective August, 1974

Kay Dimick (Utah) -- Effective August, 1974

One participant attended the initial (interview) workshop in Denver during March, 1974 but had not participated in subsequent ACT or ITP related activities.

One participant (interviewed in his home state) had attended the June Workshop in Denver but had not participated in other ACT or ITP related activities.

Notice of project participation termination was submitted by one 1st year ACT participant:

James Allen (Wyoming) -- Effective July, 1974

The participant had completed ACT and ITP related activities prior to termination.

One 2nd year ACT participant submitted notice of temporary relocation in Tuscon, Arizona during completion of graduate studies. The participant will continue ITP and ACT related activities as initially outlined.

Number of 2nd year ACT participants
(1st Program Phase, May - August, 1974) = 35

Number of 2nd year ACT participants
(2nd Program Phase, October, 1974 through March, 1975) = 33

Individualized Training Programs:

(Structure and Organizational Development)

The design and structure of 2nd Phase Individualized Training Programs remained the same as that developed for 1st year and 2nd year (1st Phase) participants with one exception: the participant submitted a proposal on personal and local program needs necessitating special program development/adjustment of the ITP process presently employed.

One participant requested postponement of ITP 2nd Phase development pending adjustment of job related concerns.

Second Phase Program development was outlined and proceeded, as previously, utilizing the Critical Path Method (CPM). ITP development was initiated July 18, 1974 and completed September 3, 1974. Programs were mailed to participants prior to October 1, 1974. The completion of continuation programs (2nd Phase) represented the final ITP development scheduled for the duration of the project.

In accordance with project goals, consultants and sites were selected to meet individual participant needs. Sixty-two consultations were scheduled within Region VIII; 1 visitation outside the region. Small group consultations continued to be encouraged; one-to-one consultations were arranged as necessary.

Project ACT participants will continue to serve each other as facilitators during site visitations. Scheduled 2nd Program Phase visits included the following:

ACT Participant	# of Consultations/ Visitations
Terry Brattin	3
Tom Carlin	3
Sue Harry	1
Dick Jaeger	1
Brent Wallis	7
Carolyn Good	2
Ed Salisbury	2

For ACT participants desiring to pay tuition, credit for ITP experiences was arranged as available and relevant:

One participant received 15 hours of graduate credit for ITP (1st Phase) activities through the School of Educational Change and Development at the University of Northern Colorado, Greeley, Colorado. The participant was scheduled to receive additional credit during the 2nd Program Phase.

Five participants registered for AD 495, Special Studies: Individualized Training Program Development, offered through

the Center for Continuing Education at Colorado State University, Fort Collins, Colorado.

One Participant was scheduled for courses offered by the Adult/ Continuing Education programs at C.S.U. and pertinent to the development of his Individualized Training Program:

a. AD 634 - Adult Teaching & Learning
b. AD 720 - Methods in Adult Education
c. AD 750 - Adult Education Administration

(Training Adjustments)

The following training adjustments have occurred or been requested by 2nd year ACT participants. (See also Structure & Organizational Development).

One participant requested ITP activities concentrated in a single newly recongnized need area during the 2nd Program Phase without continuation or completion of 1st Phase activities.

One participant requested 2nd Program Phase activities related to newly recognized need areas based on job related changes that inhibited progress in 1st Phase activiiies.

(Experiences)

Scheduled experiences for ACT participants (2nd year) completed between June, 1974 and October 1, 1974 included:

Participant	Site	Dates	Consultant/Facilitator
Dale Sattler	Longmont, Colorado	June 24	Phil Mattoon
Susan Mielke	C.S.U., Ft. Collins	June 25	Molly Espey
" "	C.S.U., Ft. Collins	June 10 - 21	AD 596 - Administration & Supervision (Summer Workshop, National Summer Extension School in Continuing Adult Education)
Chester Monson	C.S.U., Ft. Collins	June 25	Molly Espey
Art Terrazas	Boulder, Colorado	July 27	Lin Bothwell
" "	C.S.U., Ft. Collins	July 20	Molly Espey
" "	Helena, Montana	Sept. 5 & 6	Tom Carlin

Participant	Site	Dates	Consultant/Facilitator
Leslie Dunn	C.S.U., Ft. Collins	July 20	Molly Espey
Arlo Stevick	Salt Lake City, Utah	July 17	Ed Salisbury
Ruth Darlington	Greeley, Colorado	July 16	Rose Mary Medina
Lucy Stromquist	Denver, Colorado (AETP)	July 1	Sr. Cecilia Linenbrink
Carolyn Good	Denver, Colorado (AETP)	July 1	Sr. Cecilia Linenbrink
Carl Carlsen	Higginsville, Mo. (Project EVOLVE)	July 26 - 31	Jo Ann Miller
" "	U.N.C., Greeley	July 22 - 23	Drs. Ann & Fred Richards
Russ Mouritsen	Portland, Oregon	July 18	Aubrey Gardner
Janet Spaulding	Rosebud, South Dakota	July 11 - 12	Charley Archambault
Mona Swanson	C.S.U., Ft. Collins	Sept. 5	Dr. Charles Porter
Dick Jaeger	Denver, Colorado (Center for Physically disabled)	Sept. 6	Dr. Guttadore

Respectfully submitted,

Virginia B. Ricard

Virginia B. Ricard
Program Coordinator

Appendix B

ITP Evaluation Report

ITP EVALUATION REPORT

PROJECT ACT

BOB CLARK

Introduction

The purpose of this survey, in general, was to determine the value of the Individualized Training Program approach used by Project ACT Region VIII for the training of adult educators. The need for this evaluation stems from the fact that the ITP has been, for the most part, an untested approach. It was hoped that participant response to the questionnaire would help adjust approaches in design, if, in fact, such adjustments were called for.

The Questionnaire

The questionnaire was in two parts. The first part specifically concerned each learning package within the ITP. The questions dealt with:

1. Pre and Post-ITP knowledge of the subject matter.
2. Pre and Post competency as a teacher as well as consultant in the subject matter.
3. Effect on the behavior of each adult educator as adult educators.
4. Those resources particularly useful and not useful.

The second part of the questionnaire included questions regarding the ITP in general. These questions dealt with:

1. Amount of participant time spent.
2. Practical application
3. Availability and usefulness of resources
4. Time schedule
5. Staff direction
6. Self-evaluation

The questionnaire was administered in early November to those first year participants who have completed their ITP's in March.

Population

The sample population consisted of sixteen of the twenty-two first year participants. Distinction was made regarding each individual's degree of self-directedness by rating the person "high", "moderate" or "low." The rating was done by two of the Project staff who were most closely involved with the

ITP's. For the purpose of indicating trends in participant attitude, only those rated "high" and "low" were included in the survey.

The Results

The total questionnaire return was 62.5% This figure is significant in that it is comprised of a one-hundred percent return from those individuals rated "high" and a zero (0%) return from those individuals rated "low." These statistics, at the least, support the rating process that was incorporated. It can also be said that the perceptions of those staff members making the ratings are quite remarkably accurate.

Part I - The Learning Package Questionnaire

The "Learning Package Questionnaire" (see supplement) considered each learning package (competency - need area) from each individuals' ITP. The total number of learning packages from those questionnaires returned was 57. The number of learning packages per ITP ranged from three to nine, the average per program being 5.7.

The basic intent of the learning package questionnaire was to determine if there were any perceived changes in each participants pre and post ITP involvement with the learning package subject matter. The questions were to be rated on a five point scale (1 = lowest and 5 = highest). The questions are listed below.

1. How knowledgeable do you consider yourself to be in the subject matter area?

Pre-ITP					Post-ITP				
1	2	3	4	5	1	2	3	4	5

2. How competent would you feel teaching the subject matter?

Pre-ITP					Post-ITP				
1	2	3	4	5	1	2	3	4	5

3. How competent would you feel to act as a consultant in the subject matter area?

Pre-ITP 1 2 3 4 5 Post-ITP 1 2 3 4 5

In the majority of cases, it was indicated that some change had taken place in each of these areas. There was also at least one learning package in each ITP that was rated very high for all three questions as well as one package in each that was rated very low. Table 1 presents the average rating range and average change per package within each ITP.

Table 1

	Knowledge		Competency Teaching		Competency Consulting	
	Pre	Post	Pre	Post	Pre	Post
Range	1.0--3.0	3.1--4.8	1.0--3.0	2.6--4.3	1.0--3.0	2.5--4.5
Average Change (on a scale 1--5)	+1.73		+1.64		+1.62	

Table 1 indicates that, on the average, if an individual rated himself/herself "2" on Pre ITP knowledge of the subject matter, his post ITP rating would be "2 + 1.73" or "3.73," and so on. Since each average change is positive, it can be implied that the learning package areas of the ITP on the average do indeed promote positive change. Not quite as significant, but important nevertheless, is the fact that the values of average change decrease from knowledge, to competency teaching to competency consulting. This suggests that participants feel more comfortable with their knowledge in the subject matter than they would teaching the subject matter, and more comfortable teaching the subject matter than they would be acting as a consultant in it.

The resources that were considered most or least worthwhile varied with each package as did the difference each package had on the participants behavior

as an adult educator. It is important to note that in most cases, the knowledge gained from the learning package was readily put to use within the participants immediate professional environment.

Part II - General ITP Evaluation Questions

This section of the report presents the results of each question that was included in the second part of the ITP Evaluation Questionnaire. Though the format presented here is quite similar, a sample questionnaire is included following the summary section for your convenience.

1. On which of the learning packages have you spent the greatest amount of time?

Package Varied
Amount of Time (Avg) 10.3 hrs/wk
Range 1/2 hr/wk --- 40 hrs/wk

In 50% of the cases, the package indicated was also the package reflecting the most change in questions 1, 5 and 6 on the Learning Package Questionnaire.

Two participants not responding commented that the time interval between the end of their ITP and when they received their questionnaire was too great and therefore they could not determine how much time was spent on the learning package.

Two participants also mentioned that because the learning experiences required in the ITP were directly related to and therefore satisfied in their immediate work environment, it was difficult to determine the amount of time spent on that specific learning experience.

2. On which of the learning packages have you spent the least amount of time?

Package Varied
Amount of Time (Avg) 1/4 hr/wk
Range 0 --- 1 hr/wk

In 50% of the cases, the pakcage indicated also reflected the least amount of change in questions 1, 5 and 6 of the Learning Package Questionnaire.

3. Have the learning packages been helpful to you in your present situation?

60% Very helpful

40% Some help

0% Not really helpful

4. Do you foresee the learning packages as being beneficial for you in the future?

   80% Very beneficial

   20% Some benefit

   0% Not really helpful

5. Which one experience within your ITP did you consider most worthwhile? Least worthwhile?

   Most worthwhile Visitations 90%

   No response 10%

   Least worthwhile Varied

   The least worthwhile experience ranged from "written materials" to "workshops." In cases where a number of visitations were scheduled and most were good, the poorer visitations were indicated as the least worthwhile experience.

6. Are the resources available to you through your ITP appropriate to your needs? (including books, A-V materials, consultations, modules)

   80% Very appropriate

   20% Adequate

   0% Not appropriate

7. How readily available are these resources?

   50% Very readily available.

   50% Not as available as I'd like, but I do get them.

   0% I have difficulty in obtaining the resources I need.

   The interpretation of the term "available" may be difficult. On the one hand, it may mean the immediate availability of the resources to the participants. On the other, it may mean that the resources are sent to the participants, but aren't available for a long enough time.

8. How do you feel about the time schedule attached to your ITP?

   50% I feel rushed.

   40% I feel comfortable with the schedule.

   10% There is not enough for me to do.

The majority of participants surveyed indicated that they were never told exactly what sort of time limitations were to be followed or how many resources were required for each experience.

9. What is your feeling regarding the amount of direction you received from the Project staff?

__20%__ There should be a greater amount of direction.

__80%__ I am comfortable with the present level of staff direction.

__0%__ There should be a lesser amount of direction.

The implication here is that the respondents overwhelmingly preferred an experience in which they were the initiators of each performance task. The respondents also indicated that when the staff was needed, they were quite readily available.

10. Do you feel you are able to evaluate your own training experiences and ITP progress?

__50%__ Very able.

__50%__ Adequately able.

__0%__ I would have difficulty.

The response to this question is quite important. It implies that there is actually something to evaluate. That is, since all of the participant feel at least adequately able to evaluate their progress, then progress is being made.

11. Rate yourself in terms of self-directedness for learning you possessed prior to your ITP involvement and the amount you presently possess.

Pre ITP		Post ITP	
60%	Very self-directed	90%	Very self-directed
40%	Moderately self-directed	10%	Moderately self-directed
0%	Not really self-directed	0%	Not really self-directed

It is important to note here that, as mentioned in the introduction, the sample responding to the questionnaire was all those first year participants who were rated high in terms of motivation. Sixty percent of the population considered themselves "very self-motivated" before the ITP and were therefore "very self-motivated" after the ITP. The intent of the question was to determine if the ITP process had any motivating effects. (A basic goal of individualized training processes is to help make the individual become aware of the resources available to him so he can use them effectively and eventually become a self-teacher.) Although seventy-

five percent (75%) of the sample who were "moderately self-directed" before ITP involvement became "very self-directed" following it, it would be difficult to generalize that the program actually does have motivating effects.

12. Have your ITP experiences had an influence on other adult educators in your local community?

70% Strong influence.

20% Some, but little, influence.

10% No influence as yet.

The intent of this question was to determine if there was a "snowballing" effect from the ITP experiences. The best way to describe these effects to date is to include a comment from one participant. "There has been a strong influence with my staff but not alot within the community yet (everybody is too busy rushing around doing what they have to do)." In other words, the snowball has just begun to roll.

13. Different types of learning experiences (classroom lectures, one-time workshops, etc.) can have different motivating effects on an individual involved with that particular experience. How do the motivational effects of the personal learning experiences that are listed compare with the motivational effects of your ITP learning experience?

5 = The ITP experience was much better
4 = The ITP experience was a little better
3 = There was really no difference
2 = The ITP experience wasn't quite as effective
1 = The ITP experience wasn't nearly as effective
N/A = Not Applicable

	1	2	3	4	5	N/A	Average Rating
A. Classroom Lecture	10%	10%	10%	10%	60%	0	4.0
B. Self-Initiated Learning Experiences	10%	10%	40%	20%	20%	0	3.3
C. Short-term workshops	10%	10%	10%	30%	40%	0	3.8
D. Traditional correspondence courses	10%	0%	20%	0%	50%	20	3.2

Overall, the ITP experience was rated as being better than the learning experiences listed. In one case, the Self-Initiated Learning Experience, although forty percent rated the ITP as not being any different, it could be theoretically there is no difference. The Individualized Training Program has often been considered a self-initiated learning experience.

Summary and Recommendations

In summary, to the sample responding, the ITP has proven to be an effective method of learning. Progress toward competency in personally identified need-areas is being made and indications are that the ITP will be extremely beneficial for them in future use. There is also a suggestion of a "snowballing" effect. Ninety percent (90%) of the sample commented that it has already had some influence on adult educators in their work environment and community. In addition, in comparison with other learning experiences, the Individualized Training Program was rated as more effective in developing self-motivation.

There are, however, some bugs in the program, at least concerning first year participants. The resources are appropriate but not as available as participants would like them to be. This is most likely due to the small volume of resources in the Resource Center and the two-week lending limitation. When PARIS has established its branch centers, the situation will probably be alleviated.

Another problem involving time concerns the amount of time the participant had to complete each package and eventually, the entire ITP. It was indicated that they were never made aware of the time schedule required of them. This problem is probably unique to first year participants. Through their feedback, the Project staff took steps to insure that the second-year participants were quite aware of the time schedule they would be required to meet.

The responses of the sample of first year participants indicate that the ITP process in indeed an effective one. Unfortunately, that may only be true for those responding - those participants who were rated "high" in self-motivation. What can be said of those rated "low?" Since no questionnaires were received from them, no trends can be predicted. However, it is possible that their needs for particular competencies are not being addressed. A number

of situations could account for this; two are listed below:

1. The Selection Process -- Some participants were told to participate in Project ACT by their supervisors rather than voluntarily become involved. A forced situation such as this is not conducive to relevant learning and self-motivation -- the requirements for successfully completing the ITP.
2. Tradition -- The ITP is a relatively non-traditional approach to learning. It could be the case that some participants were not comfortable assuming the responsibility of self-teaching since the best method of learning for them has been a traditional, rigidly structured approach. If this is true, perhaps another, more traditional training technique is needed for this type of participant. If one is not financially feasible, then the selection process must be more demanding. Only those applicants who are perceived as being self-motivators and indicate some sort of committment to Project objectives should be included.

In conclusion, the ITP process has seemed to be an effective learning method. However, more research is required.

In March, 1975, this same questionnaire will be sent to second-year participants who will have, by then, completed their ITP's. Some of the problems indicated in the evaluation of the first-year participants will have been ironed-out and perhaps more significant and reliable results will be obtained.

PARTICIPANT _____

LEARNING PACKAGE _____

In regard to this specific learning package, please rate yourself on each of the following scales. Please rate yourself at both the beginning and end of your ITP experiences, using a scale of 1 = lowest and 5 = highest.

1. How knowledgeable do you consider yourself to be in the subject matter area?

Pre-ITP					Post-ITP				
1	2	3	4	5	1	2	3	4	5

2. What difference has this learning package had on your behavior as an adult educator? (List specific examples in relation to your local program, with clients, colleagues, etc., where you have shared this package.)

3. Which individual resources within this learning package (books, audio-visual aids, consultant visits) did you find particularly worthwhile?

4. Which individual resources within this learning package (books, audio-visual aids, consultant visits) were not particularly useful to you or had little to do with your actual learning with this package?

5. How competent would you feel teaching the subject matter?

Pre-ITP					Post-ITP				
1	2	3	4	5	1	2	3	4	5

6. How competent would you feel to act as a consultant in the subject matter area?

Pre-ITP					Post-ITP				
1	2	3	4	5	1	2	3	4	5

ITP EVALUATION QUESTIONS (GENERAL)

1. On which of the learning packages have you spent the greatest amount of time? How much and why?

   Package_____ Comments:

   Amount of time per week_____

2. On which of the learning packages have you spent the least amount of time? How much and why?

   Package_____ Comments:

   Amount of time per week_____

3. Have the learning packages been helpful to you in your present work situation?

   ____Very helpful Package most beneficial_____

   ____Some help

   ____Not really helpful Package least helpful_____

4. Do you foresee the learning packages as being beneficial for you in the future?

   ____Very beneficial Package most beneficial_____

   ____Some benefit

   ____Not really beneficial Package least beneficial_____

   Comments concerning questions 3 or 4:

5. Which one experience within your ITP did you consider most worthwhile? Which did you consider least worthwhile?

   Most worthwhile experience_____ Comments:

   Least worthwhile experience_____

6. Are the resources available to you through your ITP appropriate to your needs? (including books, A-V materials, consultation experiences, modules)

   ____Very appropriate

   ____Adequate

   ____Not appropriate

7. How readily available are these resources?

____Very readily available
____Not as available as I would like, but I do get them
____I have difficulty in obtaining the resources I need

Comments concerning questions 6 or 7:

8. How do you feel about the time schedule attached to your ITP?

____I feel rushed
____I feel comfortable with the schedule
____There is not enough for me to do

9. What is your feeling regarding the amount of direction you received from the Project staff?

____There should be a greater amount of direction
____I am comfortable with the present level of staff direction
____There should be a lesser amount of direction

Comments concerning questions 8 or 9:

10. Do you feel you are able to evaluate your own training experiences and ITP progress?

____Very able
____Adequately able
____I would have difficulty

11. Rate yourself in terms of the amount of self-directedness for learning you possessed prior to your ITP involvement and the amount you presently possess.

Pre-ITP	Post-ITP
____Very self-directed	____Very self-directed
____Moderately self-directed	____Moderately self-directed
____Not really self-directed	____Not really self-directed

Comments concerning questions 10 or 11:

12. Have your ITP experiences had an influence on other adult educators in your local community?

____Strong influence
____Some, but little, influence
____No influence, as yet.

Comments:

13. Different types of learning experiences (classroom lectures, one-time workshops, etc.) can have different motivating effects on an individual involved with that particular experience. How do the motivational effects of the personal learning experiences that are listed compare with the motivational effects of your ITP learning experience?

5 = The ITP experience was much better
4 = The ITP experience was a little better
3 = There was really no difference
2 = The ITP experience wasn't quite as effective
1 = The ITP experience wasn't nearly as effective
N/A = Not Applicable

A.	Classroom lecture	1	2	3	4	5	N/A
B.	Self-initiated learning experiences	1	2	3	4	5	N/A
C.	Short-term workshops	1	2	3	4	5	N/A
D.	Traditional correspondence courses	1	2	3	4	5	N/A

Comments:

Appendix C

Individualized Training Programs
Report to Policy Board
December, 1974

INDIVIDUALIZED TRAINING PROGRAMS

Report to the Policy Board
Project ACT
Denver, Colorado
December 18, 1974

The following report is a summary of activities related to the Individualized Training Programs of ACT participants during the period October 5, 1974 to December 17, 1974.

Participant Changes:

Notice of project participation termination was submitted by one 2nd year ACT participant:

Mose Charging Thunder (South Dakota) -- Effective October, 1974

The participant has attended several ACT related events; had not completed ITP First Phase activities. The participant had submitted a proposal for Second Phase learning activities, focused on his local program needs, prior to termination; had requested and received staff consideration/assistance regarding future development of proposal related activities.

Notice of transfer from Region VIII (thus project participation termination) was submitted by one 2nd year ACT participant:

Enid Dangerfield (Colorado) -- Effective October, 1974

The participant had participated in ACT related events; had not completed ITP First Phase activities or initiated ITP Second Phase activities prior to termination.

One participant requested temporary postponement of ACT and ITP related activities for health reasons.

Individualized Training Programs

(Academic)

Six participants received graduate credit (1 hour) for participation in the consultation on American Indian Cultural Awareness December 5 and 6, 1974. (See also Experiences)

Four participants registered for AD 495 (3 credit hours), Special Studies: Individualized Training Program Development to be offered through the Center for Continuing Education at Colorado State University, Fort Collins, Colorado, during the Winter Quarter.

(Experiences)

Second year ACT participants completing experiences between October 1, 1974 and December 17, 1974 included:

Participant	Site	Date	Consultant/Facilitator
Jack Scott	Adult Learning Center Casper, Wyoming	Nov. 7	Terry Brattin
Carolyn Good	Denver, Colorado	Oct. 11/12	Dr. John C. Snider
" "	Longmont, Colorado	Nov. 4	Phil Mattoon
" "	Shills Center North; Ogden, Utah	Dec. 16/17	Brent Wallis
Sue Mielke	Shills Center North Ogden, Utah	Oct. 21/22	Brent Wallis
Tena Hanes	Haskell Jr. College Lawrence, Kansas	Nov. 12	Bill Coleman
" "	C.S.U. Ft. Collins, Colorado	Nov. 15	Molley Espey
Art Terrazas	Adult Learning Center Casper, Wyoming	Dec. 17	Terry Brattin
Ruth Darlington	Brighton, Colorado	Oct. 31	Dr. William Hodges
" "	Helena, Montana	Nov. 7/8	Tom Carlin
*(Charley Archambault)	C.S.U. Ft. Collins, Colorado	Nov. 15	Molly Espey
Louise Dauphinais	Trinidad, Colorado	Oct. 30/31	Carolyn Good
" "	Shills Center North Ogden, Utah	Nov. 1	Brent Wallis
Paul Butterfield	Denver, Colorado	Nov. 6/7	Dale & Naomi Medearis
Carlin Good	Salt Lake City, Utah	Nov. 15	Ed Salisbury
**Larry Abplanalp	Brighton, Colorado	Nov. 13	Ruth Darlington
**Bill Shupe	Deer Lodge, Montana	Nov. 6	Chester Monson
	Greeley, Colorado	Dec. 5	Dr. Don Brown
Arlo Stevick	Greeley, Colorado	Dec. 5	Dr. Don Brown

* Participant sent substitute.

** Participant-requested consultation.

A group consultation on American Indian Cultural Awareness was scheduled December 5 and 6, 1974 at Colorado State University. Guest consultants included Dr. John F. Bryde, Professor, Indian Psychology, University of South Dakota and Clifford Broken Leg, Sinte Gleska College Center, Rosebud, South Dakota. Participants in attendance included the following:

Rachel Braine	- Montana
**Carlin Good	- Wyoming
Chester Monson	- Montana
**June Knudsen	- Montana
Marjorie Ganje	- South Dakota
Tena Hanes	- Wyoming
***(Manuel Quintana)	- Wyoming

** Participant-requested consultation.

*** Guest attending with ACT participant at own expense.

Respectfully submitted,

Virginia B. Ricard

Virginia B. Ricard
Program Coordinator

APPENDIX D

REGIONAL RESOURCE TEAMS
REPORT TO POLICY BOARD
OCTOBER, 1974

Regional Resource Teams

Report to the Policy Board

Project ACT

Fort Collins, Colorado

October 4, 1974

The following report is a summary of activities related to ACT Regional Resource Teams (RRT's) during the period July 1, 1974 to September 30, 1974.

TEAM DEVELOPMENT

Within the time span July 1 to September 30, 1974, thirteen (13) RRT developmental sessions were held. Developmental sessions addressed three major concerns of the respective teams:

1. Further delineation of each team member's role, responsibility and relationship(s) with other team members, Project staff, Policy Board members and potential clients;

2. The structuring of more specific team objectives and approaches to offering training to other adult educators; and

3. Determination of content areas around which Teams might develop training modules.

Representative(s) of the ACT staff were present at each of the thirteen RRT developmental sessions. In addition, three teams utilized the services of other consultants.

In the past three months several concerns and/or desires have been communicated by teams to the staff:

--The realization that if Teams are to function after June 30, 1975, teams must become less dependent on staff for consultative assistance -- must identify other resource persons and/or become increasingly self-sufficient.

--The desire to avoid "canned" presentations, the need to know how better to help potential clients articulate specific area(s) of need.

--The desire for increased communication between teams and Policy Board members as well as others within the region who might see need for RRT services.

--The desire to serve in a trainer capacity.

Based on concerns communicated by teams, the recommendations of the Project's evaluators and deliberations of the staff, some action has been initiated:

--Several teams have made contact with Board members to discuss team capabilities. Two teams requested an invitation by the Policy Board to present information pertaining to their team at this (October 2 - 5, 1974) Policy Board Meeting.

--Plans are underway for a December RRT conference. The conference will focus on the "consultative process." Discussion with team members of the RRT "liaison" concept is tentatively planned.

--Regular college credit has been made available to those team members so desiring it, through the Center for Continuing Education, C.S.U.

RRT's AND MODULE DEVELOPMENT

To date, five RRT's have evidenced interest in and commitment to module development activities. (It is important to note that the staff has purposely presented this activity as optional to the teams.) More detailed explanation of team involvement in module development is provided in another report to the Policy Board.

RRT's -- TRAINING OTHERS

A member of the Individualized Approaches to Instruction Team worked with Laramie, Wyoming -- adult educators in August. The content addressed was that of teaching English as a Second Language.

As indicated in the Individualized Training Program Report to the Board (Virginia Ricard, October 4, 1974), several members of Resource Teams have facilitated site-visitations/consultations for other ACT participants as prescribed in Individual Training Programs.

RRT's -- A SUBJECTIVE VIEW

Based on staff consultations with the eight teams in the past three months, it is the feeling of the staff that there are members on each of the eight RRT's who are ready to provide training in the Region. Those members who feel less confident should be better prepared following the December RRT training on the "consultative process." If any one of the teams were called on today to provide service in the field, the staff believes that each individual team member and the team as a whole would determine which member(s) would be best qualified to help meet an identified need and would select those team members to provide training to others. In short, the staff feels that team members recognize, to a great extent, their capabilities and limitations. The staff believes that most teams would benefit by opportunities to offer training to others.

SUMMARY OF INFORMATION

RELATED TO MEMBER PARTICIPATION ON RRT's[1]

1. There are a total of 47 RRT members (15 "first year" participants; 32 "new" participants).

2. Two (2) former RRT members have elected to share their expertise with others in the Region on an individual basis and will assist the eight RRT's, as appropriate.

3. During the period July 1 - September 30, 1974, a total of 102 man-days were spent by RRT members in Team "developmental," "training," and "module development" activities.

4. Participants, then, averaged 2.2 man-days of time in group sessions in the three month period.

5. The above does not reflect the time of respective members in planning and preparation prior to or following Team meetings.

6. A review of individual participant participation in RRT sessions reveals that the number of days spent in Team meetings by individuals between July and September ranged from 0 to 5 days. (34 of the 47 RRT members attended one or more team sessions.)

7. Scheduled sessions for each of the eight(8) RRT's between July 1 and September 30 ranged from one (1) to three(3); three teams met once, four teams met twice, and one team met three times in the 3-month period.

[1]See attachments 1 (a) - (d) for more detailed information.

Repectfully submitted,

Sheila Schroeder
Program Coordinator

Attachments: 1 (a) - (d)

Attachment 1a

SUMMARY OF RRT ACTIVITIES

July - September, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3= Module Development)

RRT--->	INTERPERSONAL COMMUNICATION	ADMINISTRATION
July		1 Salt Lake City, Utah: July 18 Staff: John Snider Members Present: Ed Salisbury, Les Dunn, Paula Hanrahan, Arlo Stevick
August		
September	1 Big Sky, Montana: September 25 - 27 Staff: Ginny Ricard Consultants: Margaret Conway, Ed Hahn, Bill Elliot, Berl Winchester, Max Amberson Members Present: Charley Archambault, Rachel Braine Tom Carlin, June Knudsen, Louise Dauphinais, Enid Dangerfield, Sue Harry, Jack Scott	1,3 Fort Collins, Colorado: September 19 - 21 Staff: John Snider, Annette Ensley Members Present: Ed Salisbury, Les Dunn, Paula Hanrahan, Arlo Stevick

SUMMARY OF RRT ACTIVITIES

July - September, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3=Module Development)

RRT---→	COMMUNITY-WIDE PROGRAMMING	INDIVIDUALIZED APPROACHES TO INSTRUCTION
July	1 Salt Lake City, Utah: July 22, 23 Staff: John Snider Members Present: Janet Spaulding, Phil Sheller	
August	1, 3 Fort Collins, Colorado: August 15 Staff: Sheila Schroeder, John Snider Members Present: Sue Mielke, Janet Spaulding, Al Thoreson Guest: Earl Ringo	1 Greeley, Colorado: August 12 - 14 Consultant: Don Brown Members Present: Peg Fester, Carlin Good, Shirley Kircher, Art Terrazas 2 Laramie, Wyoming - August 22 Consultation re: ESL with local ABE program by Shirley Kircher, IAD Team member
September	1, 3 Rapid City, South Dakota: September 14 - 15 Staff: Sheila Schroeder and John Snider Members Present: Sue Mielke, Janet Spaulding, Al Thoreson Guest: George DeBow	

Attachment 1c

SUMMARY OF RRT ACTIVITIES — July - September, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3=Module Development)

RRT---→	RECRUITMENT/RETENTION	MEDIA
July	1. Helena, Montana: July 29 - 30 Staff: Ginny Ricard Members Present: Jim Burgon, Bill Shupe, Larry Abplanalp	1 Salt Lake City, Utah: July 15 Staff/Consultant: Paul Butterfield Members Present: Bob Hoffman, Mona Swanson, Russ Mouritsen, Norm DeVoe
August		
September	1, 3 Salt Lake City, Utah: September 11 & 12 Staff: John C. Snider, Annette Ensley, Dee Brown Members Present: Jim Burgon, Bill Shupe	1 Sioux Falls, South Dakota: September 19 - 20 Staff: Ginny Ricard Members Present: Mona Swanson, Bob Hoffman, Russ Mouritsen

Attachment 1d

SUMMARY OF RRT ACTIVITIES

July - September, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3=Module Development)

RRT---→	TRAINING	ADULT TEACHING AND LEARNING
July		
August	1 Medora, North Dakota: August 23 - 24 Staff: Sheila Schroeder and Annette Ensley Members Present: Dick Jaeger, Carolyn Good, Tena Hanes, Brent Wal..s, Dorothy Langemo	1, 3 Medora, North Dakota: August 23 - 24 Staff: Sheila Schroeder and Annette Ensley Members Present: Lucy Stromquist, Paul Butterfield Marjorie Ganje
September		

APPENDIX E

REGIONAL RESOURCE TEAMS
REPORT TO POLICY BOARD
DECEMBER, 1974

REGIONAL RESOURCE TEAMS

Report to the Policy Board

Project ACT

Fort Collins, Colorado

December 18, 1974

The following report is a summary of activities related to ACT Regional Resource Teams (RRT's) during the period October 1, 1974 - December 31, 1974.

TEAM DEVELOPMENT

Team developmental activities during the second quarter of FY 1975 have been primarily focused on 1) module development, and 2) development of skills related to the consultative process.

Six of the eight RRT's are currently cooperating with the ACT staff in the development of training modules that will serve to enhance Team training activities in the field.

While the majority of Team members have indicated feelings of confidence in dealing with subject matter-related concerns, most members expressed need for skill development in the "Consultative process" area. Specific concerns voiced by the RRT's included: "how can we find out what participants in a training activity really want and need (prior to and/or during a training session)?" -- "what is our responsibility (vs. the ACT staff's and the "user's") in dealing with necessary logistics involved in planning for a consultation?" -- "how might information about the availability of RRT's be disseminated?"

In an effort to address these concerns, the December, 1974, RRT Conference focused on the "consultative Process" and its application to the functioning of the RRT's as they work with adult educators throughout the region. Consultants for the conference were Dale and Naomi Medearis, who have had a great deal of experience as consultants and trainers in organizational development, problem solving, communication skills and other related areas.

Thirty-two ACT participants took part in the three-day conference, most of whom elected to register for graduate level credit. The consultative process was presented to participants through a theoretical framework, followed by a chance for participants to gain experience from both the "consultant's" and "client's" viewpoints through role playing based on factual case studies.

In addition, activities during the three-day session gave participants the opportunity and challenge to set team goals for the future. The RRT Liaison concept was introduced by Dr. Kincaid and each participant was given a copy of the position paper written on the subject. Participants were asked to give consideration to the "liaison concept", direct any questions, reactions, and/or suggestions to the staff and Policy Board members, including names of persons who might be possible RRT Liaison members in the future. Numerous questions and discussion centering around the "Liaison Concept" followed.

Enthusiasm was high throughout the conference and verbal evaluation of the experience was positive. Comments from each team were recorded.

TEAMS TRAINING OTHERS

During November and December, 1974, members of three RRT's provided content-area training in five regions in the state of South Dakota. Members of the Interpersonal Communications Team served as consultants on the topic of "Values Clarification" in the Mitchell and Rapid City areas. Members of the Individualized Approaches to Instruction and Training Teams provided training on individualizing instruction and establishing adult learning centers in the Mobridge, Sioux Falls and Watertown areas of South Dakota. Approximately 100-150 South Dakota ABE personnel participated in the five regional workshops.

Evaluative information provided to the ACT staff (by Policy Board and RRT members) following the five workshops was positive in nature. Board members and staff are currently summarizing written evaluations from the workshop participants.

In addition to the above, representatives from the Community Wide Programming in Adult Education and Administration in Adult Education Teams disseminated information relative to their respective team's capabilities and availability for consultation at the October meeting of the Regional Policy Board.

SUMMARY OF INFORMATION

RELATED TO MEMBER PARTICIPATION ON RRT's[1]

1. There are currently a total of 45 RRT members (15 "first year" participants; 30 "new" participants).

2. Since October, 2 second-year participant members of RRT's withdrew from teams. (Enid Dangerfield, Colorado member of the Interpersonal Communications Team now resides in Chicago. Mose Charging Thunder, South Dakota member of the Training Team withdrew from the team and his ITP activities due to other professional commitments.)

3. During the period October 1 - December 31, 1974, a total of 159 man-days were spent by RRT members in Team "developmental," "training," and "module development" activities.

4. Participants, then, averaged 3.5 man-days (each) of time in group sessions in the three-month period.

5. The above noted days of participation by RRT members in developmental, training, and/or module development activities does not reflect the time of respective members in planning and preparation prior to or following Team meetings.

6. A review of individual participant participation in RRT activities reveals that the number of days spent in Team meetings by individuals between October and December ranged from 0 - 7 days. (38 of the 45 RRT members attended one or more team sessions.)

7. During the three-month period, RRT members provided ASD training to other adult educators on seven occasions. Through the seven workshops, RRT members reached approximately 120 adult educators in the Region.

[1]See attachments 1 (a) - (d) for more detailed information.

Respectfully submitted,

Sheila Schroeder
Program Coordinator

Annette Ensley
Research Associate

Attachments: 1 (a) - (d)

Attachment 1a

SUMMARY OF RRT ACTIVITIES

October - December, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3=Module Development

RRT--->	INTERPERSONAL COMMUNICATION	ADMINISTRATION
October		(2) Ft. Collins, Colorado: October 4 Member Present to Disseminate Information regarding Team Capabilities: Ed Salisbury
November	(2) Mitchell, South Dakota: November 15-16 Members Serving as Consultants: Louise Dauphinais Charley Archambault	
December	(1) (3) Ft. Collins, Colorado: December 1-4 Members Present: Rachel Braine, Tom Carlin Carl Carlson, Sue Harry, June Knudsen, Jack Scott (2) Rapid City, South Dakota: December 13-14 Members Serving as Consultants: Louise Dauphinais Charley Archambault	(1) (3) Ft. Collins, Colorado: December 1-4 Members Present: Arlo Stevick, Ed Salisbury, Less Dunn, Paula Hanrahan

Attachment 1b

SUMMARY OF RRT ACTIVITIES

October - December, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3=Module Development)

RRT---→	COMMUNITY-WIDE PROGRAMMING	INDIVIDUALIZED APPROACHES TO INSTRUCTION
October	(1) Bismarck, North Dakota: October 14-15 Staff: Sheila Schroeder, Bob Clark Members Present: Sue Mielke, Al Thoreson, Janet Spaulding	
November		(1) Denver, Colorado: November 14 Staff: Sheila Schroeder Members Present: Terry Brattin, Peggy Fester, Carlin Good, Shirley Kircher, Chet Monson, Art Terrazas (2) Mobridge, South Dakota: November 15-16 Members Serving as Consultants: Shirley Kircher, Peggy Fester (2) Watertown & Sioux Falls, S.D.: Nov. 22-23 Staff: John Snider Member Serving as Consultant: Terry Brattin
December	(1) (3) Ft. Collins, Colorado: December 1-4 Members Present: Sue Mielke, Al Thoreson, Janet Spaulding	(1) Ft. Collins, Colorado: December 2-4 Members Present: Terry Brattin, Peggy Fester, Carlin Good, Shirley Kircher, Chet Monson

Attachment 1c

SUMMARY OF RRT ACTIVITIES

October - December, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3=Module Development

RRT----	RECRUITMENT/RETENTION	MEDIA
October		
November	(1) (3) Ft. Collins, Colorado: November 15 Staff: John Snider, Annette Ensley, Dee Brown, Sheila Schroeder Members Present: Jim Burgon, Larry Abplanalp	
December	(1) Ft. Collins, Colorado: December 2-4 Members Present: Jim Burgon, Bill Shupe	(1) Ft. Collins, Colorado: December 2-4 Members Present: Russ Mouritsen, Mona Swanson, Norm DeVoe

Attachment 1d

SUMMARY OF RRT ACTIVITIES

October - December, 1974

(NOTE: PURPOSE CODE FOR EACH ENTRY -- 1=Developmental Session; 2=Team Training Others; 3=Module Development

RRT--->	TRAINING	ADULT TEACHING AND LEARNING
October	(1) Denver, Colorado: October 11-12 Staff Present: Annette Ensley, Sheila Schroeder Consultants Present: Dale & Naomi Medearis Members Present: Mose Charging Thunder, Dick Jaeger, Dorothy Langemo, Tena Hanes, Carolyn Good	(1) (3) Denver, Colorado: October 11-12 Staff Present: Jim Kincaid, John Snider, Sheila Schroeder Members Present: Lucy Stromquist, Marjorie Ganje, Ruth Darlington, Paul Butterfield
November	(2) Watertown & Sioux Falls, South Dakota: November 22-23 Staff Present: John Snider Member Serving as Consultant: Carolyn Good	(3) Denver, Colorado: November 8 Staff Present: Ginny Ricard Members Present: Lucy Stromquist, Ruth Darlington, Paul Butterfield
December	(1) Ft. Collins, Colorado: December 1-4 Members Present: Dick Jaeger, Carolyn Good, Tena Hanes	(1) (3) Ft. Collins, Colorado: December 1-4 Members Present: Lucy Stromquist, Ruth Darlington, Marjorie Gange, Paul Butterfield

Appendix F

Workshop on the Consultative Process: Description and Evaluation

Project ACT Workshop: Training in the Consultative Process
for Regional Resource Teams Members

December 2 - 4, 1974
David Haggerty, Research Assistant

The writer is a Graduate Research Assistant on the Project ACT staff who participated in the workshop with the team members and who was involved in planning and preparing for it.

The workshop addressed a principal and current need of most of the teams and team members: the need for increased confidence and skill in the process of consultation so that their knowledges and skills in various content areas can be deployed more effectively. Particular concerns included the teams' learning how to assess the real needs of their own clients or prospective clients (i.e., adult education staffs), becoming more adept at planning for and handling the logistics of consultation, and the disseminating of information about the teams' availability to potential clients.

Consultants for the workshop were Dale and Naomi Medearis of Associates in Continuing Education, Denver, Colorado, a team experienced as consultants and trainers in organizational development, problem solving, communication skills and related areas.

Thirty-two ACT participants took part in the three-day conference, most of whom elected to register for graduate-level credit. After a series of presentations and discussions on theoretical aspects of the consultative process, each team played the roles of both client and consultant in simulated experiences based on factual case-studies. Each team thus had the opportunity both to perform as consultants and to experience the process from the viewpoint of clients, with ample amounts of feedback and evaluation.

Although no attempt at formal evaluation of the workshop has been made, it seems evident that it was successful. The workshop was well-planned and

well-organized; workshop objectives were accomplished in a straight forward, efficient manner that was quite flexible and adaptable. Most of the participants, individually and as teams, said that their awareness of what is involved in serving as consultants was increased and that their confidence and motivation to function as resource teams in their own areas of competency were greatly bolstered by going through the training sessions and role-playing experiences. For many, the knowledge and experience they gained was enough to help them begin to make the transition between being teams-in-training and training teams! Observation of and informal conversations with the participants more advanced in the consultative process area indicate that they, too, feel that they benefitted from their involvement in the workshop.

The Medearis team will meet again with each of the teams within the next few months for follow-up work. Several of the teams have established appointments with adult educator clients as well, which will afford them the chance to apply to real-life situations what they learned in the December conference.

Appendix G

Regional Resource Team Liaison: A Position Paper

Position Paper

Regional Resource Team Liaison:

Perspectives and Recommendations

By:

James M. Kincaid Jr.

Director, Project ACT

Submitted to the Regional Policy Board of Project Act -- The Region VIII Adult Competency Training Project -- at the Fall meeting of the Board.
October 2-5, 1974

Colorado State University

Fort Collins, Colorado

October, 1974

Preface

This position paper sets forth a particular view about the Regional Resource Team activity which is currently evolving as part of the total effort of Project ACT. Its focus is upon the concern for (a) enhancement of the development, availability and utilization of a broadly based "trainer" capability within the Region and (b) longevity of the Resource Team effort as a viable meansto meeting Regional Adult Educator training needs over time.

Introduction

It is first important to note briefly the rationale behind the establishment, nearly one year ago, of Regional Resource Teams. Given the following as the primary purpose of Project ACT, a task force of two members of the Policy Board and two persons external to, but cognizant of Adult Staff Development generally and of Project ACT specifically, was formed.

Purpose

Project ACT, in its three-year program of operations, is designed to serve as the catalyst in Region VIII for the development of a self-sustaining Regional Adult Staff Development System.

Essential to the achievement of that purpose is the establishment of:

1. A Regional Consortium Organization to achieve effective, representative decision making...
2. A multi-dimensional trainer capability state-by-state and for the region as a whole.
3. An extensive array of training units -- materials, modules, etc -- that can be variously packaged to meet Adult education competency needs...

The Task Force recommended the establishment of Regional Resource Teams of "trainers" selected from the several individual participants in Project ACT, according to their particular interests and expertise. This recommendation was especially directed toward the "multi-dimensional trainer capability" aspect of the statement of purpose.

Second, it should also be noted that the "trainer capability" section of the statement of purpose assumes that the establishment of Regional Resource Teams would enhance the overall purpose, that of the development of a self-sustaining Adult Staff Development System. As the team activity has evolved during the past year, it has become increasingly evident that its "self-sustenance", at present, is heavily dependent upon Project Staff. This realization has created the crucial question of: "Upon whom or what on-going unit or entity may Regional Resource Teams depend following June 30, 1975 ?" Thus, the concept of Liaison came into being.

Thirdly, it is significant to recognize that the total of Project ACT has been a developmental, constantly evolving effort to establish a unique yet utilitarian approach to an Adult Staff Development System in Region VIII. Therefore, it is not inconsistant that the Regional Resource Team activity has also been developmental in nature. While change can be disruptive (e.g., the addition of new members to the original teams was a disruptive experience for some of the teams) it must also occur if there is to be a continued growth and effective evolvement of the concept in practice.

Describing briefly the Developmental Process of Project ACT is to note first the formation of the Regional Policy Board and the selection of individual "trainee" participants who were providing "leadership" in adult education in the various states. Out of this beginning -- as was mentioned previously -- came the establishment of Regional Resource Teams. Several months ago, at the time of selecting a group of new participants, original teams had new members added and some new teams were formed. Concurrent with these effors were the establishment and continued growth of the Resource Center and Resource Information System for the procurement, storage and retrieval of training resources; human and material.

While these three major activities -- the Policy Board, the Individual Trainees and their formation as Teams, and the Resource Center and System -- are consistent with the three components of the Adult Staff Development System; they are not sufficient in and of themselves to accomplish the primary purpose of a self-sustaining system. It is for this reason that the total process has been and must be developmental in nature; striving to take "first things first", consolidating each step, and then moving to the next logical phase. Thus, each of the major components has been or will be undergoing change to achieve its next logical phase. For the Regional Resource Team activity, the proposed next logical phase is that of liaison.

Regional Resource Team Liaison

This concluding section of the position paper will first describe the concept of liaison. It will then be applied as a proposal for the further development of the Regional Resource Team activity. Some advantages and disadvantages of its application will be stated. The paper will conclude with recommendations for establishment of the liaison activity and for minimizing the effects of the disadvantages that might occur.

The Concept, Liaison

As defined in Webster's new World Dictionary: College Edition, the term liaison means: "1. A linking up or connecting of the parts of a whole, intended to bring about proper coordination of activities; especially intercommunication between units..."

Regional Resource Team Liaison

Applying the concept of liaison to the Regional Resource Team effort is to propose a "linking up or connecting of" each of the teams with that of a like expertise among staff members of institutions of higher education, other social agencies or organizations, industry, individual consultants, and the like. To enhance the potential for longevity of the team activity (beyond June 30, 1975), it seems essential to identify persons who have an expertise consistent with that of a team (e.g., Professors of Adult Psychology with the Adult Teaching and Learning Team). It then would be necessary to assess (1) their willingness to serve as team members, (2) their commitment to the provision of adult educator training in both a traditional and a non-traditional manner, and (3) their acceptance -- including that of the institution, agency or organization in which they work -- to provide a "linking up or connecting of" the team to their ongoing training position or positions. Finally, it would be a requisite of the addition of liaison team members that entry and function be accomplished with minimal disruption to the presently established teams.

Possible Disadvantages

Taking potential disadvantages first, it should be noted that liaison:

1. Could be interpreted by the present teams as lack of confidence in them and their capability to provide a training resource.

2. If multiple in nature (i.e., more than one individual liaison person added at a time), could be seriously disruptive to the present teams.

3. If multiple in nature, but adding individuals one at a time, over time; could be periodically disruptive to continuing development of the present teams.

Apparent Advantages

The liaison concept, as proposed for implementation in connection with the Regional Resource Team, has the following potential advantages:

1. The "linking up" of the Teams with persons (and positions) in institutions, agencies, and/or organizations that have longevity beyond June 30, 1975.

2. The expansion and enhancement of the Region VIII trainer capability as a component of a state-by-state and Regional Adult Staff Development System.

3. The additional benefit to the Region as a whole through the achievment of a more direct linkage between institutions of higher education, other organizations and individuals and the Regional Adult Staff Development System.

4. The enhancement of coordination among various training capabilities throughout the Region and the competency needs of adult educators upon which those capabilities need to be brought to bear.

Recommendations

It is recommended that the Project ACT Policy Board give favorable consideration to the application of the liaison proposal to the Regional Resource Team activity. It is further recommended that:

1. The Project ACT Staff pursue its implementation.

2. The Regional Resource Teams, as presently constituted be involved in (a) planning for the implementation and (b) selection of liaison persons.

3. Emphasis, at the beginning, be placed upon selecting a liaison person or persons from institutions of higher education throughout the Region.

4. The matter of whether one or more liaison persons be added to a team be a cooperative decision of the Team members and the Project Staff.

5. The matter of potential disruption be noted by each team and that the Consulting Team of Mr. and Mrs. Dale Medearis be engaged to assist the teams to deal forthrightly and effectively with that potential.

APPENDIX H

ADULT STAFF DEVELOPMENT IN REGION VIII: FY '76 AND BEYOND

ADULT STAFF DEVELOPMENT IN REGION VIII: FY '76 AND BEYOND

Proposals and recommendations of the task force appointed by the Policy Board of Project ACT to develop alternative strategies for continuance of a multi-state adult staff development system in Region VIII.

Task Force:

Earl Ringo - Chairman Project ACT Policy Board

John Brennan - Vice Chairman Project ACT Policy Board

James Kincaid - Director Project ACT

Sheila Schroeder - Program Coordinator Project ACT

David Haggerty - Research Associate Project ACT

Meeting in:

Bozeman, Montana
October 25 - 27, 1974

INTRODUCTION

At the last Project ACT Policy Board meeting, October 2-4, 1974, a motion that a Regional Adult Staff Development system be continued was made and passed. The motion, which can be found on the last page of the motions made during the meeting, reads as follows:

> I move for the continuance of the Regional Adult Staff Development system to be based on the following recommendations:
>
> 1. ITP activities to be pursued
> 2. PARIS to be maintained and expanded
> 3. Regional Policy Board Structure to include present representatives with potential addition of other representatives of Institutions of Higher Education and other State Agencies
> 4. Strategies for obtaining financial support from a variety of sources would be pursued
> 5. Regional Resource Teams would be operationalized

The Board then approved that a task force be appointed to study the motion in depth and to develop some alternative strategies for its implementation. It was further decided that the findings and suggestions of the task force be written up and shared with the rest of the Board members before the next meeting in December. A discussion of this document was to be the principal agenda item for the Board meeting. The task force, consisting of the Chairman and Vice-chairman of the Policy Board, the Project Director and some of his staff met at Montana State University in Bozeman, Montana from October 25 to 27, 1974 in a series of intensive sessions. The following is a digest of the accomplishments of the task force and of the ideas, suggestions, and recommendations it respectfully submits for the Board's deliberation.

NEED FOR A CONCEPTUAL MODEL OF THE PROCESS OF ADULT STAFF DEVELOPMENT

As it began its work, the task force soon agreed that the first priority was to re-examine the past and existing ASD effort in the Region and to conceptualize what is being done and why. It was strongly felt that planning for the future could best be done when the rationale, thrust and components of the present enterprise had been clearly spelled out and generally agreed upon by the group. This basis would then provide both a point of departure for brainstorming and a conceptual framework within which alternative strategies for the continuation and modification of the system could then be formulated consistent with the Board's motion.

To place things in proper perspective and to facilitate a logical development and flow of ideas, this report must first provide a conceptual model of the present Project ACT system. This model, schematically presented on the next page, became the framework within which the task force worked.

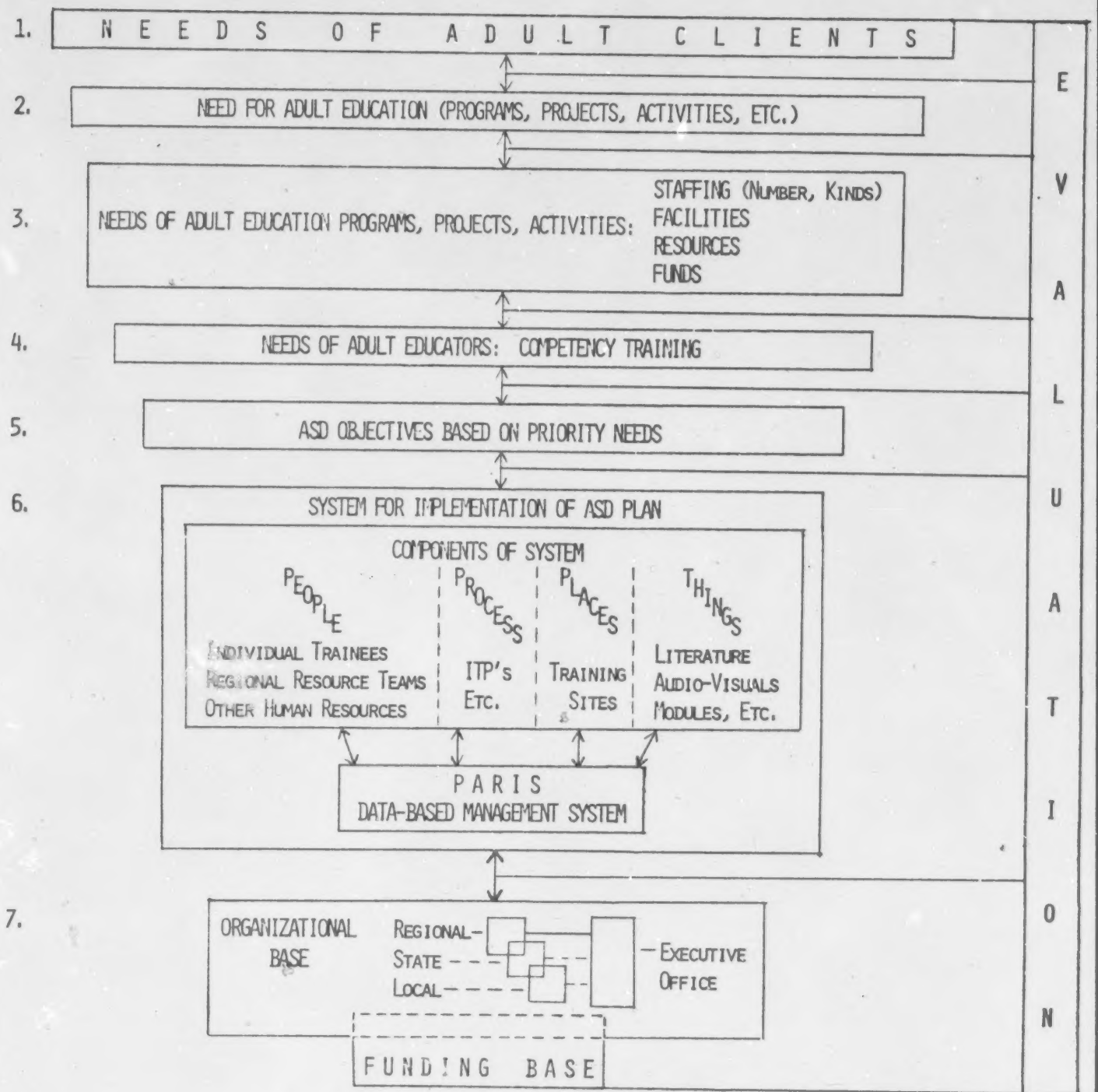
Explanation of the Meaning and Significance of the Model

This diagram portrays Project ACT's Adult Staff Development (ASD) efforts in Region VIII. The series of numbers on the left serves both to facilitate reference to portions of the model and to point out the overall direction and flow of the process it portrays.

It will be noticed that steps 1, 2, and 3 depict fundamental and general needs which point up the necessity for Adult Education (AE) of all kinds. Most basic are the manifold needs of adults (step 1) which can be met through AE in all its phases (step 2). AE efforts generate further needs, some of which are listed in step 3.

Although grounded in the need areas of steps 1, 2, and 3, the thrust of the Project does not speak directly to them. On the contrary, assump-

CONCEPTUAL MODEL: PROJECT ACT'S PROCESS OF REGIONAL ASD



tions have been made that these are genuine needs and that, therefore, competency training for persons engaged in meeting these fundamental needs is required. No formal effort at needs assessment in the areas of steps 1, 2, and 3 has been attempted by the Project. This work is being done by other agencies and organizations directly engaged in the sponsorship of adult education programs.

The task force agreed that Project ACT legitimately did and does presuppose the underlying needs depicted in steps 1, 2, and 3 and begins by addressing the more specific competency needs of adult educators (step 4). The principal ASD needs that have been identified have been prioritized, and realistic objectives based on priorities have been formulated (step 5).

One of these, twofold in nature, is to develop a coordinated system of adult educator staff development in Region VIII, as well as similar plans or systems in each state which should interrelate with the regional system. The other closely related, but distinct, objective is to identify and train a cadre of persons in the region to provide the expertise and leadership for on-going staff development work.

To meet this second objective, intensive interviews with potential participants have been conducted so that relevant Individualized Training Programs (ITP's), geared specifically for each, could be developed. These ITP's are now operational.

As evidenced by the first objective, a larger clientele of persons working under and funded through the provisions of Section 304, Title III of the Adult Education Act, as well as all those working in adult educational capacities in the region, is envisioned by the Project's leaders as an important eventuality. At the start, though, it was thought better to work in depth with a manageable number of adult educator clients who might, in due time, become the basis for a more comprehensive ASD effort.

It can be seen, however, that the system that has been developed to attain the second objective (step 6) is, in fact, a step toward the realization of the first objective as well. The system is designed to facilitate the identifying and/or developing and the mobilization of resources of all types to meet the objectives of the Project ACT ASD plan, and thus to meet the needs on which the Project focuses. The components of the system - people, process, places and things - are all interdependent and are, singly and collectively, undergirded by the Project ACT Resource Information System (PARIS), a data-based management system.

The people component of the system includes the individual trainees, the resource teams comprised of the individual trainees and which are preparing to train or assist other adult educators, and various consultants, etc., including the Project Staff. ITP's, consultations and the like typify the process component; the places and things are self-explanatory.

The organizational and funding bases for the operation of this system form a unit of interdependent components (step 7). As indicated in the model, there is a Regional Consortium Organization which consists of the Regional Policy Board, State Strategy Boards, and as yet minimal Local Sounding Boards. This consortium works hand in hand with the Project's executive staff, now headquartered at Colorado State University, with the Policy Board having the most direct link. Steps 6 and 7 reveal how Project ACT is currently meeting both the objectives discussed in preceeding paragraphs ("system" and "cadre of trained individuals").

The Project currently is funded primarily by USOE discretionary monies, supplemented by state and local dollars.

Perhaps the most important ingredient in the entire process is the ongoing evaluation. The conceptual model makes it clear that every phase of

the process is subject to evaluation. Revisions and adaptations are made as a result. The entire regional ASD effort has been and remains fluid (developmental). Thus, constant evaluation has ensured that its product, an ASD system, will continue to be dynamic, forward thinking, and relevant to existing or projected situations and needs.

Summary of Project Conceptualization

The objective of the foregoing discussion has been to re-iterate the nature and substance of Project ACT as it now exists and the main reasons why it has taken its present form. Goals and objectives, the needs upon which these are based, and the means pursued to achieve them all have been dealt with in summary fashion. The resulting picture as a conceptual model of the present status of ASD in Region VIII serves as a point of departure for discussion of the Board's motion to continue the endeavor beyond June 30, 1975.

Before presenting alternative strategies, however, consideration must be given to two other important subjects. The first of these is: before brainstorming on alternative strategies to implement the motion could begin, the Task Force found it necessary that certain general criteria against which the strategies could be measured must be delineated. The second subject concerns analysis of the motion itself to determine its overall intent and to explicitate some of the important implications of its components. The next two sections of this report deal with these subjects.

CRITERIA FOR JUDGING VIABILITY OF ALTERNATIVE STRATEGIES

The task force has determined the following to be the chief criteria against which any proposed strategy should be measured:

1. Intended Outcomes
   (e.g., why have ITP's, or a resource center, etc.? What is to be achieved?)

2. Programmatic
   What would implementing the suggested strategy entail re:

   development?

   implementation itself?

   evaluation?

3. Staff
   What kinds of people, and how many, would be needed to carry the strategy through?

4. Facilities
   What kinds, and how many, would be needed?

5. Hardware/software
   What would be needed?

6. Funding
   What kinds of cost-factors would be entailed; what sources of funding can be tapped?

The task force has used these criteria to explain and evaluate every alternative strategy for implementing the Board's motion. These strategies will be presented in the final section of this report.

ANALYSIS OF THE MOTION ITSELF

The task force proposes that a close re-examination of the motion in question be made. This was deemed necessary because, in this motion, the Board has quite explicitly stated that a Regional ASD system be continued, and specific recommendations have been made about how this is to be done. The task force thinks it would be most helpful if the motion itself, and the general recommendations for its actualization, be analyzed so that it is clearly understood by those responsible for acting upon it. Examination of the implications in each part of the motion will now, therefore, be undertaken. It is hoped that the inherent worth of the motion itself, irrespective of how it might come to be implemented, will thereby be demonstrated.

In undertaking this analysis, the task force suggests that the points of the motion be rearranged in such a way that the order of the recommendations conforms to the conceptual model of ASD presented earlier in this report. It is felt that, by doing this, the logical flow of ideas will be greatly enhanced, and the recommendations can be seen to build one upon the other and be consistent with the present developmental ASD system.

The Motion Rearranged:

> I move for the continuance of the Regional Adult Staff Development system to be based on the following recommendations:
>
> 1. ITP activities to be pursued
> 2. PARIS to be maintained and expanded
> 3. Regional Resource Teams would be operationalized
> 4. Regional Policy Board Structure to include present representatives with potential addition of other representatives of Institutions of Higher Education and other State Agencies
> 5. Strategies for obtaining financial support from a variety of sources would be pursued

Analysis

"I move for the continuance of the Regional Adult Staff Development system . . ."

The task force believes that "multi-state", rather than "regional", more precisely describes the ASD system which is to be continued in the future. This is so because, even if one or two of the states in Region VIII decide to disengage themselves, it will be perfectly possible to maintain a multi-state system comprising the states who do wish to continue.

The desireability of and general rationale for a multi-state operation, as contrasted with a state-by-state approach, seems quite clear. Overall cost-effectiveness would be significantly better in a multi-state set-up, with needless duplication of personnel, resources and activities being greatly minimized.

Perhaps even more importantly, such an approach would greatly enhance the possibility of "cross-fertilization", both of ideas and services. Believing strongly in the theory that the whole is greater than the sum of its parts, the task force feels that the much greater interchange and sharing in all facets of the system that would be facilitated by the multi-state approach would continue to improve both the overall efficiency of the system and the growth and effectiveness of its components: people, processes and things, alike.

The element of comraderie and mutual support also should not be overlooked. Adult Education is, in essence, a growing field, one in which professionals sometimes feel quite alone and misunderstood by an often hostile world. Nothing helps alleviate this situation more than does the support and encouragement of others with the same problems and difficulties, the same goals and aspirations. A multi-state arrangement would seem to make it much more possible that such sharing, communication and bolstering of

perceived needs and goals takes place on a broad base, the importance of which cannot be overly stressed.

"ITP Activities to be pursued---"

The ITP approach, not without reason, is at the core of the present effort. By helping individuals better themselves and increase their competencies in ways specifically tailored to their particular needs and situations, this method focuses attention directly on existing realities. The vagueness of more general kinds of needs assessments, such as surveys, is avoided in the ITP's. Instead, actual concrete needs are identified and addressed. In the same vein, adult educators have the opportunity to receive the exact kind of training they need without wasting time on experiences geared to larger groups, such as workshops and classes. If they do become involved in these latter, it is because these have been identified as useful for them as individuals by those responsible for the ITP's. The task force, then, heartily endorses this recommendation.

"PARIS to be maintained and expanded---"

PARIS has proved invaluable in the ASD program of Project ACT. It is a most effective system for identifying and developing resources of all kinds and making these available to those who need them. Headquartered at a central location, the system is quite efficient, but it still lends itself to the development of satellite centers. Maximization of the potential of ITP's is most possible if PARIS continues to function and grow, because it can make the greatest amount of resources available for inclusion in these programs and most ably facilitate their utilization. The task force agrees, then, that PARIS be maintained and expanded.

"Regional Resource Teams would be operationalized---"

The RRT's are designed to promote the "spreading of the wealth" of

training resources throughout the multi-state area. As such, they are a logical outgrowth of the evolution of ASD, because they utilize those who are or have been trainees as new resources for adult competency training. As yet, however, these teams have remained largely in the stages of formation and preparation. It now is time for them to contribute actively to ASD. The multi-state approach, as with PARIS - and, in a sense, the teams will be a component of PARIS - once again ensures that these teams be available as resources to the greatest number of people in a wide variety of situations throughout the member states of the continuing consortium.

> "Regional Policy Board Structure to include present representatives with potential addition of other representatives of Institutions of Higher Education and other State Agencies---"

As Project ACT as such goes out of existence, the continuance of an ASD system on a regional or multi-state basis will necessitate broadening the base of its policy-making body. It is recognized that the Board will have to become even more directive and managerial than it is now, because the role of the central staff will shift somewhat away from its present posture. That is, the central staff would become an executive unit responsible primarily to the Board, as opposed to its present situation as a Federal Government grantee. Moreover, as the scope of the ASD project continues to widen, a greater variety of high-level people should be included as decision-makers for good representation of all segments encompassed by the ASD program. Alternative proposals for implementing this idea appear later in this report, but the need for expansion of the Policy Board by addition of persons from other relevant but presently excluded sectors is strongly corraborated by the task force.

> "Strategies for obtaining financial support from a variety of sources would be pursued."

This recommendation is closely tied to the preceeding one. With termin-

ation of "Grantee institution"-type funding for Project ACT, support must be sought from diverse sources. Since the ASD project has direct or indirect influence on a host of professional fields, institutions, agencies, population groups and individuals, the task force urges that funding should be a cooperative effort drawing upon the monies available to and/or through all persons and organizations the project serves. It is particularly hoped that the states who choose to continue will make some of their Federal and State funds available for the continuance of the project, but no potential funding source should be overlooked.

The task force's specific recommendations and alternative strategies on this subject can be found in the final portions of this report.

ALTERNATIVE STRATEGIES, RECOMMENDATIONS AND COSTS

The task force identified and discussed three alternative approaches to continuation of ASD. The first would be simply to continue with the present predominately centralized system, and this option needs no further explanation. The second alternative would be to go to a strictly non-regional, state-by-state approach, but this would contradict the Board's motion which specifically calls for regional or multi-state ASD. The second alternative, therefore, must be rejected since it would have no regional or multi-state implications. It, in essence, would be a return to the situation which existed prior to the initiation of Project ACT and need not be elaborated as an alternative. The third alternative would be a "hybrid"; a state-by-state effort joined in a central consortium with a cooperating central executive staff. It is the third alternative that this report develops and describes in considerable detail.

Individualized Training Programs (ITP)

With regard to the ITP component, the task force proposes the following strategy: each state would have one part-time, trained ITP coordinator. The coordinator's responsibilities would be to diagnose potential new participants, especially through interviews, to serve as liaison between participants and the central staff, to have primary charge of monitoring and follow-ups of ITP's of the participants in his state.

The central consortium staff would have the following complementary and integrative functions: to train these state coordinators; to develop and/or prescribe ITP's after the initial diagnoses; to assist the coordinators, as needed, in monitoring and follow-up; to arrange consultations and site visitations as appropriate and to provide literary and audio-visual resources, etc., through PARIS.

The rationale for this recommendation as seen by the task force is as follows:

1. More ITP's could be conducted simultaneously and completed per year with this approach than with any other.

2. The states would become more involved and bear a greater responsibility.

3. The cost would not be excessive because the central staff is already trained and experienced. A strictly state-by-state plan would cost much more per ITP.

4. Desired personal contact with the participants could be maintained by the state ITP coordinator.

5. The central staff could schedule multi-state workshops and consultations for participants with common needs.

6. A combination of state and central elements lends itself to multiple funding possibilities.

7. The approach allows for and encourages a system of internal and external accountability.

8. State ITP coordinators could also be graduate students in adult education (graduate research assistants), thus allowing opportunity for graduate student employment in an adult education-related position while attending school.

Costs for a state coordinator with responsibility for ITP participant selection, needs diagnosis, central office liaison, and follow-up are estimated as follows:

(For 12 ITP's per state; 12 ITP's = one unit)

Staffing (1 coordinator, 1/4 FTE GRA or Professional)	$2,000 to $2,800
Travel and per diem	500
Communications	150
Supplies	50
TOTAL	$2,700 to $3,500

(For 24 ITP's per state [two units])

Staffing (1 coordinator, 1/2 FTE GRA or Professional)	$4,000 to $5,600
Travel and per diem	700
Communications	300
Supplies	50
TOTAL	$5,050 to $6,650

Costs for ITP participant support include 1) a ten-month ITP, 2) travel to at least three sites, 3) three days of consultation, and 4) necessary communications (phone, mail).

Average Cost Per ITP	$ 750
Total per state for 12 ITP's (1 unit)	$9,000
Total per state for 24 ITP's (2 units)	$18,000

Costs for central consortium office ITP-related operations in support of preparation, distribution and follow-up (as appropriate) activities are described below. Three sets of budgetary figures are presented which describe costs based on the potential of central staff responsibility for a) 12, b) 60 and c) 120 ITP's per year.

(For 12 ITP's [one unit]; central office costs)

Staffing	
Professional (1/8 FTE)	$1,625
GRA (1/2 FTE)	3,800
Secretarial (1/8 FTE)	810
Travel and per diem	700
Communications	240
Supplies	200
Other direct costs	300
TOTAL	$7,675
Cost per ITP @ 12/year	$ 640

(For 60 ITP's [five units]; central office costs)

Staffing		
Professional (1 FTE)		$13,000
GRA (1 FTE)		7,600
Secretarial (3/4 FTE)		4,875
Travel and per diem		1,500
Communications		500
Other direct costs		1,150
	TOTAL	$28,625
Cost per ITP @ 60/year (a central office expense saving of $160/ITP or $2,000/unit)		$ 478

(For 120 ITP's [10 units]; central office costs)

Staffing		
Professional (1 1/2 FTE)		$20,500
GRA (1 1/2 FTE)		11,400
Secretarial		6,500
Travel and per diem		2,500
Communications		700
Supplies		600
Other direct costs		1,600
	TOTAL	$43,800
Cost per ITP @ 120/year (a central office expense saving of $275/ITP or $2,750/unit)		$ 365

ITP cost summation reveals that for a unit of 12 ITP's, estimated costs would be:

1. For ITP participant selection, needs diagnosis, central office liaison, and follow-up by a state coordinator and staff	$3,500
2. For ITP preparation, distribution, consultation and workshop programming, and follow-up by central office staff	7,675

3. For the ITP implementation (actual training) for a total of 12 participants at $750/ITP	$9,000
TOTAL	$20,175

(Analyses)

Thus the cost per ITP would be approximately $1,685 (about $170/ITP/month for a 10 month ITP program).

It should be noted that if the multi-state[a/] consortium collectively sponsored 120 ITP's, the total cost would be approximately $167,050 or $1,392/ITP (about $140/ITP/month for a 10 month program).

If the consortium were to sponsor 60 ITP's (which approximates the current level of Project ACT operations) the total cost would be about $91,125 or $1,518/ITP (about $152/ITP/month).

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a/ The analyses are based on the participation of five states.

PARIS

The task force concluded that the Board's action indicated:

1. That the existing data-based management system and resource center be maintained.

2. That expansion of the system is needed.

Expansion is deemed necessary because a tripling of demand on the center is anticipated for next year and because two satellite centers in the multi-state area are to be added annually. (NOTE: one satellite is being established during fiscal year '75.)

The task force's rationale for maintaining and expanding PARIS is:

1. Resources can remain where stored, but can be catalogued for general use throughout the multi-state area.

2. Duplicated purchase of costly items is avoided.

3. Other resource systems can be used efficiently in conjunction with PARIS - e.g., ERIC, the Montclair multi-media center, etc.

4. Continuous search for training materials, sites, consultants, etc. would be carried on.

5. Evaluation of resources would continue to be pursued.

State satellite centers. Resources necessary[a/] for the establishment and maintainance of each satellite include the following:

Staffing

Satellite Coordinator (1/4 - 1/2 FTE, depending on number of items in the center and frequency of use of the center. NOTE: Responsibility for coordination of the center could be added to the State Coordinator's role.)

Supporting staff (1/3 FTE for secretarial or para-professional assistance)

Physical Facilities

Budget for: Communications, supplies, purchasing, insurance and postage

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a/ Costs for operation of satellite centers have not been estimated since much would depend on the extent to which the satellite is presently an operating resource unit.

Central consortium tasks and costs for PARIS. Responsibilities of the central consortium staff would involve activities related to maintainance and expansion of the entire PARIS data-based management system and would include operation of a multi-state resource center and assistance in the establishment of state satellite resource centers (i.e., training of satellite center staff, addition of satellite inventory in the PARIS system, etc.). Costs for the central office are as follows:

Staffing	
Professional (1 FTE)	$13,000
GRA (2 FTE)	15,200
Secretarial (1/2 FTE)	3,250
Travel and per diem	1,500
Insurance (on-site and postal)	500
Supplies (mailing envelopes, etc.) and postage	3,000
Repair	500
Purchasing	3,000
Management system[a/]	2,700
Other direct costs	1,500
TOTAL	$44,150

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a/ NOTE: Detailed breakdown of $2,700 management system line item

Computer-assisted monthly check-in/check-out procedures	$1,800
Semi-annual computer print-outs (by catalog number, author and title)	300
Computer history tape (use of items)	?
Annual publishing of catalogues, user's guides (500 copies of 3 publications)	600
TOTAL	$2,700

It should be noted that the task force recommends that a user's fee be charged for individual's desiring services of the PARIS system. An "initiation" fee, with an established minimum annual "use" fee thereafter is recommended. Such fees would help defray costs for entering an individual's name in the computerized management system, check-in/check-out procedures, postage and insurance.

In its deliberations at the Bozeman meeting, the task force concluded that the PARIS unit of the multi-state ASD system remain at CSU following June 30, 1975. Since it is greatly dependent upon a close cooperation with and operation by the Colorado State University Computer Center and since the Resource Center enjoys "free" housing, the task force recommends that the PARIS unit continue to be located at CSU.

Regional Resource Teams (RRT's)

The task force recommends that a combination consortium and state-by-state system be adopted with the resource teams, as with the ITP's. The present 8-team structure should be maintained and there should be continued development of liaison with people from institutions of higher learning and with other agencies and organizations in the multi-state area. It should be noted that the teams, and the individuals who comprise them, are constantly developing. As they work as teams, they will discover new things they must learn and do to become more effective. Attachment to a central consortium will allow these needs to be met; the teams will both utilize and be a part of PARIS.

Users of the teams' services will pay costs and expenses. As teams function in their operational (trainer) role, honorariums for the team members will also have to be paid, as would be so with other consultants.

There is good reason, the task force feels, for maintaining a central support staff to assist the RRT's:

1. The central staff would disseminate information on availability of human resources, essentially a part of PARIS.
2. A liaison would be provided between potential users and the teams.
3. The staff could provide some consultative assistance in further development of the teams.
4. The teams could be kept informed and up to date on the latest developments in their fields (resources, materials, ideas, etc.).
5. The staff could help the teams in developing their own supportive materials.

Regional Resource Team member support by the central consortium would include the cost of travel and per diem for two developmental sessions per year as follows:

RRT Travel and per diem (40 Team members x 2 sessions x $150/session)	$12,000

Central consortium costs for support of RRT activities would be as follows:

Staffing		
Professional (1/2 FTE)		$6,500
GRA (1/2 FTE)		3,800
Secretarial (1/4 FTE)		1,625
Travel and per diem		1,000
Communications		300
Supplies and materials		1,000
Other direct costs		570
	TOTAL	$14,795

Reorganization of the Regional Policy Board

The reader is advised to refer to the statement of the task force of March, 1974, on this subject. The present task force suggests that some changes might be considered.

Federal legislation on Adult Education has placed more money and decision-making power in the hands of State Adult Education Agencies. With this and the Board's October motion in mind, the task force recommends that membership be expanded as follows:

1. Each state would have its two existing representatives (or their replacements): the State Director of Adult Education and one member from an institution of higher education who is closely involved with Adult Education.

2. Each state would have a third member at large; or the remaining 1/3 of the Board's total membership would be at-large from the multi-state area as a whole.

3. The Region VIII Adult Education Program Officer would also be a member.

The primary criterion for Board member selection would be that they have close contact with and leadership in Adult Education and related programs. The Executive Director of the project's central staff would also sit on the board, but have no vote. All other members (noted above) would be voting members of the Board.

The task force strongly emphasizes that foreseen circumstances dictate the need for some major shifts in representation on the multi-state ASD Policy Board. This board must become more managerial and directive; as it does so, roles will change. The board members will have to be most careful to discriminate between their work-roles and their roles on the Policy Board, both of which will now be directive, but different.

Because of difficulties that may arise in this connection, the task force recommends that the members engage skilled consultants to provide a

workshop on "boardsmanship". At least some of the projects professional staff should be included in this workshop so that the executive group as a whole comes to a greater awareness of who they are and how their different roles combine to make up the total body.

Concerning the Executive Director position, the task force feels that he or she should be selected and agreed upon by the Board and by the institution or agency of location, working jointly. The Director's duties should be:

1. to carry out the board's policy decisions.
2. to assist in developing more linkages between and among the states.
3. to help engender mutual support among similar programs and agencies.
4. to strive to involve all persons and agencies who would potentially use and/or give financial support to the ASD system.

The task force would again underscore the three-element consortium concept that has been developed with Project ACT--i.e. a multi-state consortium consisting of a Consortium Policy Board, State Strategy Boards, Local Sounding Boards (step 7 on the Conceptual Model). The Policy Board members should serve on the State Strategy Boards of their respective states.

It is proposed that the Board meet quarterly, with the states assuming the costs for travel and per diem expenses incurred by their own representatives.

Administrative costs of the consortium would be as follows:

Staffing	
Executive Director (1/2 FTE)	$10,000
GRA (1/2 FTE)	3,800
Secretarial	3,250
Travel and per diem	2,500
Communications	400
Supplies and materials	400

Other direct costs	1,000
TOTAL	$21,350

CONCLUSION

It was the deliberate opinion of the Task Force that, in addition to continuing the CSU location for the PARIS unit, the other components of a central unit should also be located in close liaison with PARIS. Thus, the task force recommends that the ITP and RRT central support staff and the Executive Office also be located at CSU.

Considering the tasks of transition facing the multi-state consortium beyond June 30, 1975, it seems appropriate to maintain continuity of location and of staffing in so far as is possible.

Total Budget Summary

(Estimated Costs per State[a/] to maintain an ASD system of 12 ITP's per state)

ITP's (1 unit of 12) State		Central Office (based on 60)		Per State[a/] Cost
Coordinator	$ 2,800	Professional	$13,000	
Communications	150	GRA	7,600	
Travel and per diem	500	Secretary	4,875	
Supplies	50	Travel	1,500	
	$ 3,500	Communications	500	
		Supplies	400	
ITP Programs	9,000	Other Direct Costs	1,150	
	$12,500		$29,025	$18,305

PARIS (Based on central location at CSU)

State	Central Office		Per State[a/] Cost
(No cost estimate)	Professional	$13,000	
	GRA's (2)	15,200	
	Secretary	3,250	
	Travel	1,500	
	Insurance	500	
	Postage, etc.	3,000	
	Repair	500	
	Purchasing	3,000	
	Management System	2,700	
	Other Direct Costs	1,500	
		$44,150	$8,830

RRT's (40 members: 8 teams at 5 members/Team)

State	Central Office		Per State Cost
	Professional	$ 6,500	
	GRA	3,800	
	Secretary	1,625	
	Staff Travel	1,000	
	Communications	300	
	Supplies	1,000	
	Other Direct Costs	570	$2,959
		$14,795	
	Development (training)		
	Travel at $150/ member	5,000	
	x 2 meetings =	12,000	2,400
			$5,359

(Use -- operational -- costs are not included).

Executive Office (Central Management)

	Central Office	Per State Cost
Executive Director	$10,000	
GRA	3,800	
Secretary	3,250	
Travel	2,500	
Communications	400	
Supplies	400	
Other Direct Costs	1,000	
	$21,350	4,270
Total Costs/State[a/]		36,764

If the total Central Office Operation (PARIS, ITP and RRT Support Staff, and the Executive Office) were to remain at Colorado State University; staffing combinations could be made. The staffing pattern would approximate the following.

Central Office Staffing

Executive Director	1/2 FTE
Professional	2 1/2 FTE
ITP 1 FTE	
PARIS 1 FTE	
RRT 1/2 FTE	
GRA	4 FTE
ITP 1 FTE	
PARIS 2 FTE	
RRT 1/2 GRA	
Executive Office 1/2 GRA	
Secretarial	2 FTE
ITP 3/4 FTE	
PARIS 1/2 FTE	
RRT 1/4 FTE	
Executive Office 1/2 FTE	

[a/] based upon 5 states.